

# History Whole School Overview

	EYFS	KS1		LKS2		UKS2	
	Nursery/Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AU1	<p><b>Marvellous Me</b></p> <p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-Children using words 'now' and 'next'.</li> <li>-Children talking about their family, who they live with and any pets.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Begin to talk about my life story and how I have change</li> <li>-Guess baby pictures – how I have grown</li> <li>-Look at similarities and differences between the natural world around me in the past and present</li> </ul>	<p><b>Me and My Family</b></p> <p><b>NC:</b> Significant historical events, people and places in their own locality.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can begin to use artefacts to ask and answer question about the past.</li> <li>• I can ask questions about what it was like for people in the past.</li> <li>• I can begin to place events and artefacts on a timeline.</li> <li>• I can begin to discuss using words like: past, present, older, newer.</li> <li>• I can talk about changes in my own life.</li> <li>• I can talk about some significant people in the past.</li> </ul>		<p><b>Stone, Bronze and Iron Age</b></p> <p><b>NC:</b> changes in Britain from the Stone Age to the Iron Age</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can begin to use a range of evidence to ask and answer questions about the past.</li> <li>• I can begin to understand life in Britain from Ancient to modern times.</li> <li>• I can begin to describe the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children.</li> <li>• I can begin to understand how places within Britain have changed from Ancient to modern times.</li> <li>• I can begin to understand the social, ethnic, cultural, and religious diversity of past societies.</li> <li>• I can begin to use dates and time periods to describe events.</li> </ul>	<p><b>Ancient Egypt</b></p> <p><b>NC:</b> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can use and suggest suitable sources of evidence for historical enquiries.</li> <li>• I can describe the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children</li> <li>• I can understand the social, ethnic, cultural, and religious diversity of past societies.</li> <li>• I can confidently place events, artefacts and historical figures on a timeline using dates.</li> <li>• I can begin to understand the concept of change over time using evidence.</li> <li>• I can confidently use dates and time periods to describe events.</li> </ul>		<p><b>Early Islamic Civilisation:</b></p> <p><b>NC:</b> a non-European society that provides contrast with British history.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can select appropriate sources of evidence to substantiate a hypothesis about the past.</li> <li>• I can discuss and interpret the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children.</li> <li>• I can confidently compare times studied with other areas around the world.</li> <li>• I can discuss and interpret the social, ethnic, cultural, and religious diversity of past societies.</li> <li>• I can confidently describe the main changes in a period of history, using terms: social, religious, political, technological, cultural</li> <li>• I can compare and contrast concepts and periods of change within history, representing them on a timeline.</li> </ul>
		<p><b>Why?</b></p> <p>It helps to connect with their identity and heritage. It fosters curiosity about their roots, encouraging storytelling and sharing. This exploration promotes a sense of belonging and understanding of different cultures, while developing important skills in communication</p>		<p><b>Why?</b></p> <p>To introduce children to key stages of human development. It fosters understanding of technological advancements, societal changes, and daily life, encouraging curiosity about prehistory. This knowledge enriches their perspective on how early civilisations shaped the modern world.</p>	<p><b>Why?</b></p> <p>To spark curiosity about a captivating civilisation known for its pyramids, pharaohs, and advancements in writing and engineering. This study fosters historical curiosity, enhances understanding of ancient cultures, and helps students grasp the significance of achievements and daily life, enriching their knowledge of world history.</p>		<p><b>Why?</b></p> <p>To foster cultural awareness, critical thinking, and empathy. It highlights significant contributions to science and the arts, connects history to modern society, and enriches the curriculum with diverse perspectives, promoting respect and understanding in an increasingly multicultural world.</p>
		<p><b>Why now?</b></p> <p>Linking back to the children's learning in EYFS, talking about life stories and changing, we now expand children's learning wider into the history of other adults in their lives before their birth.</p>		<p><b>Why now?</b></p> <p>Introducing children to the earliest event in KS2 first, allows their chronological understanding to emerge naturally while also, drawing on the comparison skills developed in KS1.</p>	<p><b>Why now?</b></p> <p>Again, we begin the year with the most chronologically distant topic. This topic also sets up Ancient Rome later in the year and Ancient Greece in Year 5.</p>		<p><b>Why now?</b></p> <p>Linking to children's studies of other ancient cultures, this topic expands our children's historical view beyond the borders of Europe.</p>

# History Whole School Overview

<p><b>AU2</b></p>	<p><b>Let's Celebrate</b></p> <p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <p><b>Nursery:</b></p> <p>-Children talking about their past life experiences e.g. birthdays, Christmas.</p> <p>-Children using the words 'then' 'now' 'next' 'before'.</p> <p><b>Reception:</b></p> <p>-Talk about past family holidays</p> <p>-Begin to look closely at pictures in books and notice similarities and differences between now and the past</p> <p>-Know and talk about influential figures from the past - Guy Fawkes</p> <p>-Talk about the soldiers, poppies, two minutes silence</p> <p>-Know some historical facts and stories from different religions and celebrations – Bonfire night, Guy Fawkes, Poppy Day</p>		<p><b>Kings and Queens of Britain</b></p> <p><b>NC:</b> Lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can use artefacts to ask and answer question about the past.</li> <li>• I can understand and discuss that events were not the same for all groups of people.</li> <li>• I can talk a range of significant people in the past.</li> <li>• I can talk about significant places in the past.</li> <li>• I can place events and artefacts on a timeline.</li> <li>• I can label timelines with words like: past, present, older, newer, and key dates.</li> </ul>			<p><b>Ancient Greece:</b></p> <p><b>NC:</b> a study of Greek life and achievements and their influence on the western world.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can begin to select and use suitable sources of evidence to form a hypothesis about the past.</li> <li>• I can begin to discuss and interpret the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children.</li> <li>• I can begin to compare times studied with other areas around the world.</li> <li>• I can begin to discuss and interpret the social, ethnic, cultural, and religious diversity of past societies.</li> <li>• I can begin to describe the main changes in a period of history, using terms: social, religious, political, technological, cultural</li> <li>• I can begin to use dates and time periods accurately.</li> </ul>	
	<p><b>Why?</b></p> <p>To spark their imagination and curiosity about history. It introduces children to fascinating stories of royal figures and important events, making learning fun. This helps to connect with their country's past and understand the ideas of leadership and responsibility</p>	<p><b>Why?</b></p> <p>To understand the foundational concepts in democracy, philosophy, and the arts. It fosters curiosity about mythology and historical figures, while exploring the influence of Greek culture on modern society. This knowledge enhances critical thinking and appreciation for how ancient civilisations shape our world today.</p>					
	<p><b>Why now?</b></p> <p>Picking up from Year 1 learning centred around two significant individuals, we introduce a wider range of significant individuals, across a greater a time period, introducing the idea of monarchy.</p>	<p><b>Why now?</b></p> <p>Children can now understand the significance of Ancient Greece's influence on democracy and philosophy and how this has affected modern civilisation, picking up their historical studies where it left off in Year 4.</p>					

# History Whole School Overview

SP1	<p><b>Traditional Tales</b></p> <p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <p><b>Nursery:</b></p> <p>-Children confidently talking about who they are and who they live with,</p> <p>-Children asking questions to family members about when they were young.</p> <p><b>Reception:</b></p> <p>-Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>make comparisons of settings and fictional settings</p>	<p><b>Great Fire of London</b></p> <p><b>NC:</b> Events beyond living memory that are significant nationally or globally.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>I can begin to understand that events were not the same for all groups of people.</li> <li>I can begin to describe how events had an effect on people.</li> <li>I can talk about some significant people in the past.</li> <li>I can begin to describe how events had an effect on places.</li> <li>I can begin to talk about significant places in the past</li> <li>I can begin to place events and artefacts on a timeline.</li> </ul>			<p><b>Vikings:</b></p> <p><b>NC:</b> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>I can use a range of evidence to ask and answer questions about the past.</li> <li>I can present different accounts of events and discuss why they differ.</li> <li>I can understand key aspects of life in Britain from Ancient to modern times.</li> <li>I can understand the social, ethnic, cultural, and religious diversity of past societies.</li> <li>I can confidently place events, artefacts and historical figures on a timeline using dates.</li> <li>I can confidently use dates and time periods to describe events.</li> </ul>		<p><b>World War II:</b></p> <p><b>NC:</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, a significant turning point in British history.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>I can confidently use, interpret and analyse evidence I have gathered about the past.</li> <li>I can select appropriate sources of evidence to substantiate a hypothesis about the past.</li> <li>I understand and can discuss how propaganda and bias manipulates evidence.</li> <li>I can give an overview of life in Britain and major events from across the world.</li> <li>I can discuss and interpret the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children.</li> <li>I can use dates and time periods accurately.</li> </ul>
		<p><b>Why?</b></p> <p>To introduce children to a significant historical event that transformed the city. It captures their imagination with stories of bravery and rebuilding, fostering curiosity about the past and encouraging discussions about resilience, community, and the impact of disasters on everyday life</p>		<p><b>Why?</b></p> <p>To engage in exciting tales of exploration, trade, and settlement. It fosters curiosity about daily life, culture, and the Viking impact on Europe. This topic encourages critical thinking about historical narratives and promotes understanding of diverse societies, enriching students' knowledge of their own heritage.</p>		<p><b>Why?</b></p> <p>To help children understand the complexities of history, including themes of conflict, resilience, and social change. It promotes critical thinking about causes and consequences, fosters empathy through personal stories, and connects past events to present issues, enhancing their awareness of global citizenship.</p>	
		<p><b>Why now?</b></p> <p>Building on the understanding of their own personal history, we introduce a historically significant event further in the past.</p>		<p><b>Why now?</b></p> <p>We draw on children's learning in Year 3 of Anglo-Saxons and Scots, while also looking to their learning in Year 6 around Early Islamic Civilisation.</p>		<p><b>Why now?</b></p> <p>To maximise the learning in this topic, a more historically mature mindset is required to discuss issues of morality, propaganda and discrimination.</p>	

# History Whole School Overview

SP2	<p><b>Come Outside</b></p> <p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <p><b>Nursery:</b></p> <p>-Children commenting on their own past experiences e.g. Easter. -Children showing curiosity about objects from the past.</p>		<p><b>One Small Step</b></p> <p><b>NC:</b> Lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>I can use a range of artefacts and sources to find out about the past.</li> <li>I can describe how events had an effect on groups of people.</li> <li>I can talk a range of significant people in the past.</li> <li>I can recognise that there are reasons why people made the choices they did.</li> <li>I can place events and artefacts on a timeline.</li> <li>I can label timelines with words like: past, present, older, newer, and key dates.</li> </ul>	<p><b>Shipley Glen:</b></p> <p><b>NC:</b> a local history study.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>I can begin to use a range of evidence to ask and answer questions about the past.</li> <li>I can begin to use multiple sources to gain an accurate insight into historical events.</li> <li>I can begin to present different accounts of events and discuss why they differ.</li> <li>I can begin to explore the reasons for some of the events and changes in history.</li> <li>I can begin to understand the concept of change over time using evidence.</li> <li>I can begin to use dates and time periods to describe events.</li> </ul>		<p><b>Victorian Saltaire:</b></p> <p><b>NC:</b> a local history study</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>I can begin to use, interpret, analyse evidence I have gathered about the past.</li> <li>I can begin to give an overview of life in Britain and major events from across the world.</li> <li>I can begin to discuss and interpret the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children.</li> <li>I can begin to discuss and interpret the social, ethnic, cultural, and religious diversity of past societies.</li> <li>I can begin to describe the main changes in a period of history, using terms: social, religious, political, technological, cultural</li> <li>I can begin to compare and contrast concepts and periods of change within history, representing them on a timeline.</li> </ul>
	<p><b>Reception:</b></p> <p>-Talk confidently about my personal experiences of weddings using language of past and present</p> <p>-Talk about members of my immediate family and community</p> <p>-Know and talk about influential figures from the past</p>		<p><b>Why?</b></p> <p>To provide a fascinating glimpse into a pivotal moment in history. It highlights human achievement in space exploration, introduces key figures like astronauts, and encourages curiosity about science and technology. This understanding fosters appreciation for progress and inspires children to dream about the future.</p>	<p><b>Why?</b></p> <p>To connect them to their local heritage and natural environment. It highlights the significance of the area in terms of industry and recreation, fostering curiosity about historical events and community. This knowledge encourages appreciation for their surroundings and enhances local pride.</p>		<p><b>Why?</b></p> <p>It highlights the impact of industrialisation and social change in their local history. It fosters understanding of key developments in society, architecture, and culture. This knowledge helps students connect their heritage to broader historical themes, enriching their appreciation of the past.</p>
			<p><b>Why now?</b></p> <p>To expand children’s historical understanding, we look at significant figures in more recent history, centred around more global events.</p>	<p><b>Why now?</b></p> <p>Following pre-historic studies, we bring history closer to modern times and develop their understanding of history in the locality.</p>		<p><b>Why now?</b></p> <p>Building on EY’s exposure to Shipley Glen and Year 3’s local study, children now dive deeper with a focus on the Victorian era’s society.</p>

# History Whole School Overview

SU1	<p><b>Superheroes</b></p> <p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <p><b>Nursery:</b></p> <p>-Children understanding the terms 'old' and 'new' and recognising old and new objects e.g. cars, shops, photos</p> <p><b>Reception:</b></p> <p>-Know about influential figures from the past and discuss historical events that have happened in the past</p> <p>-Use vocabulary such as in the past, a long time ago</p> <p>-Recognise some similarities and differences between life in this country and life in other countries</p> <p>-Comment on images of familiar situations in the past</p> <p>-Compare characters from stories, including figures from the past</p> <p>-Talk about how homes have changed</p> <p>-Comment on images showing homes in the past</p>	<p><b>Florence Nightingale/Mary Seacole</b></p> <p><b>NC:</b> Lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>I can begin to use artefacts to ask and answer question about the past.</li> <li>I can ask questions about what it was like for people in the past.</li> <li>I can talk about some significant people in the past.</li> <li>I can begin to recognise that there are reasons why people made the choices they did.</li> <li>I can begin to talk about significant places in the past.</li> <li>I can begin to place events and artefacts on a timeline.</li> </ul>			<p><b>Romans</b></p> <p><b>NC:</b> the Roman Empire and its impact on Britain.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>I can use a range of evidence to ask and answer questions about the past.</li> <li>I can explore the reasons for some of the events and changes in history.</li> <li>I can understand key aspects of life in Britain from Ancient to modern times.</li> <li>I can understand how places within Britain have changed from Ancient to modern times.</li> <li>I can understand the social, ethnic, cultural, and religious diversity of past societies.</li> <li>I can confidently place events, artefacts and historical figures on a timeline using dates.</li> </ul>		<p><b>Mayans:</b></p> <p><b>NC:</b> a non-European society that provides contrast with British history.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>I can confidently use, interpret and analyse evidence I have gathered about the past.</li> <li>I can confidently compare times studied with other areas around the world.</li> <li>I can discuss and interpret the social, ethnic, cultural, and religious diversity of past societies.</li> <li>I can confidently describe the main changes in a period of history, using terms: social, religious, political, technological, cultural</li> <li>I can compare and contrast concepts and periods of change within history, representing them on a timeline.</li> <li>I can use dates and time periods accurately.</li> </ul>
		<p><b>Why?</b></p> <p>To highlight contributions of diverse figures in history, fostering inclusivity and encouraging children to aspire to make a difference, promoting values like courage and resilience.</p>		<p><b>Why?</b></p> <p>To provide insights into a powerful civilisation that shaped modern governance, law, and engineering. It fosters curiosity about historical events, culture, and daily life, helping students understand the impact of Rome on today's society and encouraging critical thinking about how history influences the present.</p>		<p><b>Why?</b></p> <p>To introduce children to a rich time-spanning ancient civilisation known for its advancements in mathematics, astronomy, and writing. It fosters cultural appreciation, encourages critical thinking about societal development, and helps students understand the importance of preserving history, all while connecting past achievements to present-day issues.</p>	
		<p><b>Why now?</b></p> <p>Following on from learning about significant events, the children now narrow down to focus on significant people.</p>		<p><b>Why now?</b></p> <p>Allows children to retrieve knowledge from earlier in the year while also preparing for more cognitively demanding ancient studies in Year 5.</p>		<p><b>Why now?</b></p> <p>To round off the year's history studies, we use and retrieve the children's collective knowledge to study an aspect of history through time.</p>	



# History Whole School Overview

SU2	<p><b>Under The Sea</b></p> <p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-Children beginning to understand how to sequence two events.</li> <li>-Children sequencing family members e.g. baby, mum, grandma</li> </ul> <p><b>Reception:</b></p> <p><b>ELG: Past and Present:</b></p> <p>I can.....</p> <ul style="list-style-type: none"> <li>-talk about the lives of the people around me and their roles in society</li> <li>-know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class</li> </ul> <p>understand the past through settings, characters and events encountered in books read in class and through storytelling</p>	<p><b>A trip back to the seaside</b></p> <p><b>NC:</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can use artefacts to ask and answer question about the past.</li> <li>• I can use a range of artefacts and sources to find out about the past.</li> <li>• I can describe how events had an effect on groups of people.</li> <li>• I can describe how events had an effect on places.</li> <li>• I can talk about significant places in the past.</li> <li>• I can talk about significant times in my own life.</li> </ul>	<p><b>Anglo-Saxons and Scots</b></p> <p><b>NC:</b> Britain's settlement by Anglo-Saxons and Scots</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can begin to use multiple sources to gain an accurate insight into historical events.</li> <li>• I can begin to understand life in Britain from Ancient to modern times.</li> <li>• I can begin to describe the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children.</li> <li>• I can begin to understand how places within Britain have changed from Ancient to modern times.</li> <li>• I can begin to place events, artefacts and historical figures on a timeline using dates.</li> <li>• I can begin to use dates and time periods to describe events.</li> </ul>	<p><b>Crime and Punishment:</b></p> <p><b>NC:</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (changes in an aspect of social history from the Anglo-Saxons to the present)</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can begin to use, interpret, analyse evidence I have gathered about the past.</li> <li>• I can begin to understand propaganda and bias in evidence, and that an individual sources isn't reliable.</li> <li>• I can begin to give an overview of life in Britain and major events from across the world.</li> <li>• I can begin to discuss and interpret the social, ethnic, cultural, and religious diversity of past societies.</li> <li>• I can begin to compare and contrast concepts and periods of change within history, representing them on a timeline.</li> <li>• I can begin to use dates and time periods accurately.</li> </ul>
		<p><b>Why?</b></p> <p>To provides insight into historical events and developments, such as seaside tourism and community growth. It helps them understand how human activities and industries have shaped coastal areas over time. This knowledge fosters an appreciation for local heritage and the evolution of society.</p>	<p><b>Why?</b></p> <p>To provide insights into early British history, highlighting cultural developments, societal structures, and legends. It fosters curiosity about their daily lives and influences on modern Britain, encouraging critical thinking about historical narratives while helping students appreciate their heritage and the origins of contemporary society.</p>	<p><b>Why?</b></p> <p>To encourage discussions about justice, morality, and societal values. It helps understand the historical context and the evolution of laws, promotes critical thinking about right and wrong, and fosters empathy through exploring consequences, ultimately guiding them toward becoming informed and responsible citizens.</p>
		<p><b>Why now?</b></p> <p>To prepare children for KS2, this topic takes a view through time, consolidating all of children's learning from EYFS and KS1.</p>	<p><b>Why now?</b></p> <p>Preparing children for their learning about Vikings in Year 4, this topic is taught in SU2 due to its relatively demanding nature.</p>	<p><b>Why now?</b></p> <p>To round off the year's history studies, we use and retrieve the children's collective knowledge to study an aspect of history through time.</p>